

Job Description



Department:	Teaching & Learning
Job Title:	HLTA Project Support Leader (Fixed Term Contract 12 months)
Grade:	7
Weeks	44

JOB PURPOSE

St Bart's Mutli-Academy Trust are looking to recruit an experienced Early Years Practitioner to work as part of an exciting project in Stoke-on Trent. The role may be suitable for teachers looking for a role without class responsibility or experienced HLTA's.

Primary schools and Academies within Stoke on Trent are collaborating with Thrive at Five to improve outcomes for children in the Foundation Stage. Thrive at Five is a national charity committed to working with others to create home and school environments that support good levels of development at the end of the foundation stage. This role is part of a project that is designed to help schools deliver evidenced interventions, work effectively with parents and support induction into nursery and reception classes.

We are looking for someone who is a motivated team player and who can fully engage in the project work with schools, families and community groups.

Required as soon as possible – part time role considered

Primary schools and Academies within the Meir and Burslem areas are collaborating with Thrive at Five to improve outcomes for children in the Foundation Stage.

Thrive at Five is a national charity committed to working with others to create home and school environments that support good levels of development at the end of the foundation stage. This role is part of a project that is designed to help schools deliver evidenced interventions, work effectively with parents and support induction into nursery and reception classes.

Early Years Practitioners who can work across a group of primary schools supporting with:

- Coordinating, monitoring, and evaluating the delivery of evidenced interventions. You will be responsible for ensuring university students and school staff deliver the programmes effectively. You will monitor and evaluate the children's progress and report back to schools and Thrive at Five
- Identifying and delivering evidenced interventions that support children in the reception year achieving a good level of development.
- Parental engagement. You will strengthen relationships with parents by delivering workshops that are designed to support parents with home learning environments.
- School readiness. Supporting and delivering effective and innovative induction strategies for children and parents joining nursery and reception classes. This will involve working during the summer holidays supporting the delivery of summer activities that promote school readiness.
- Evaluation of the project effectiveness. You will keep detailed records and collate data to inform the evaluation process. You will confidently highlight any issues and work with Thrive at Five and the project schools to find dynamic proven solutions.
- Integral to helping those children who grew up through the pandemic catch up in terms of communication and language and the other elements of the Early Years Foundation Stage.
- Enthusiastic and experienced additional early years practitioners working in the way described below will make a difference through the focused and purposeful activity that you will be delivering.

This is not a typical early year's practitioner role. It allows for innovation, a commitment to working with parents in ways that will stimulate greater and creative ways that work alongside parents to act as an important educator of their children. This will include working some holidays and at different settings. This role may suit an experienced EYFS teacher who is looking for a role that doesn't include class responsibility.

KEY DUTIES / RESPONSIBILITIES

Duties

This new role is an exciting one which will be evaluated to ascertain its impact and we hope shape national practice and interest.

- To work across 3 or 4 primary schools in a peripatetic EYFS support role.
- To support the delivery of speech & language programmes, ensuring that planning, preparation, recording, assessment and reporting meet a diverse range of learning and social needs.
- To monitor, assess, record and report on the impact of specific programmes.
- To liaise with senior members of staff regarding the implementation of support programmes.
- To be committed to raising the achievement of pupils within the designated schools.
- To support and manage university students delivering speech & language programmes to children within EYFS, ensuring that the programmes are delivered consistently and to the highest standard.
- To deliver workshops to parents & carers that promote home learning.
- To work during some summer holidays supporting the delivery of summer school for EYFS pupils and their families.
- To maintain the positive ethos and core values of each school both in and outside the classroom.
- Establish and maintain effective working relationships within each school team and other colleagues and clients/partners.

- Implement agreed school policies and guidelines.
- Support Thrive at Five initiatives and ensure detailed records are kept for evaluation.
- Plan appropriately to meet the needs of all pupils through differentiation of tasks.
- Set clear targets based on prior attainment for pupils to make age expected progress.
- To keep appropriate efficient records integrating formative and summative assessment into weekly and termly planning.
- To maintain good order in the classroom in accordance with the Behaviour Policy.
- To participate as required in meetings with colleagues in respect of their post, duties and responsibilities.
- To work with specialists and outside agencies and to lead and organise support in class for the benefit of the students.
- Be responsible for own professional development and proactive in their own appraisal process.

Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the Trust Health and Safety policy.

Professional Accountability

- The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition, they are to contribute to the achievement of the school's objectives.

Safeguarding

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Declaration

The Trust is committed to safeguarding and promoting the welfare of children and young people.

Signed _____ Dated _____

Print name _____

Person Specification

Job Title:	HLTA Project Support Leader
Department:	Teaching & Learning

PERSON SPECIFICATION

Minimum Essential Requirements - Evidenced by: **a:** application form **b:** test **c:** interview

	a	b	c
Qualifications/Training: It is essential that the post holder has: <ul style="list-style-type: none"> • Experience delivering a range of EYFS interventions 	X		
Experience/Knowledge: It is essential that the post holder has: <ul style="list-style-type: none"> • Be an outstanding practitioner and be able to model good practice for others. • Have experience or practice in Early Years Foundation Stage • Have theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies). • Has some experience of monitoring, assessment, recording and reporting of students' progress. • Is aware of the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection. • Is aware of the positive links necessary within the Academy and with all its stakeholders. 	X		X
Skills and Abilities: It is essential that the post holder has/is: <ul style="list-style-type: none"> • Ability to promote the projects aims positively and use effective strategies to monitor motivation and morale. • Ability to model good practice for others. • Ability to develop good personal relationships within a team. • Ability to establish and develop close relationships with parents, governors and the community. • Ability to communicate effectively both orally and in writing to a variety of audiences. 			X
Additional Factors: It is essential that the post holder has/is/can: <ul style="list-style-type: none"> • Is organised, flexible, resourceful, reliable, excellent timekeeper, approachable, committed, empathetic and enthusiastic. • Has a good sense of humour and the ability to make learning fun. • A willingness to undertake appropriate training. 			X



- Awareness and sensitivity with regard to equal opportunities and race equality.
- An ability to fulfil all spoken aspects of the role with confidence through the medium of English.

X

X